



Teacher's Challenges in Using Listening Teaching Materials from NorthStar 5 by Pearson Publisher for Grade 11 in A Private School in Bandung

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Article Info	Abstract
Received: 2026-04-07 Revised: 2026-05-19 Accepted: 2026-09-20 Keywords: NorthStar 5 book, private school, teaching listening DOI: 10.24256/ideas.v14i2.11548 Corresponding Author: Tria Triana triatriana2201@upi.edu.com Pendidikan Bahasa Inggris, Universitas Pendidikan Indonesia, Bandung, Jawa Barat	<i>Using listening materials in the classroom for high school students is always challenging in EFL class. This study aimed to investigate the teacher's challenges in using listening teaching materials from NorthStar 5 book by Pearson publisher Grade 11 in a private school in Bandung. Qualitative case study was employed in this research. The participant of this study was an English teacher. The data were collected through semi-structured interviews related to challenges in using the book. The interview recordings were transcribed verbatim. The researcher then coded the data by identifying meaningful units related to the teacher's challenges in using the listening materials from NorthStar 5. This study provides contextual evidence on how teachers adapt internationally developed listening materials to meet local classroom needs. The findings of the study revealed that the challenges faced by the teacher in using the book include (1) students' academic majors influence contributes to the interest to engage with the topic in each unit; (2) the teaching requires more instructional time; (3) high difficulty level of listening materials; (4) misalignment between the textbook and school syllabus; (5) teacher preparedness and content mastery; (6) need for material adaptation. The syllabus and the teacher should be aligned with listening material taught in the classroom and maximize the education value of internationally published textbooks in Indonesian classroom.</i>

1. Introduction

Teaching selection material is one of the essential matters in the learning

process. It has a role learning as the core of the curriculum which functions as means of achieving goals in learning. It helps teachers in preparing subject matter and guide students in learning. As stated by Cunningsworth in Richards (2002) that the roles of materials in language teaching are; a resource of activities for learners to practice and communicative interaction; a reference source for the learner on grammar, vocabulary, pronunciation and as a source of stimulation and ideas for classroom activities.

As a resource of activities and reference source of teaching activities, the material given to the students should be appropriate to the related or focused competencies of the teaching. It is used to enable students to increase their knowledge and their English skills, namely, listening, reading, writing, and speaking. It is assumed that the more appropriate the materials are given to teach students, the higher the possibility of opportunity for students to increase their competence in English language skills.

Moreover, learning materials must facilitate effectively and meaningfully students' needs, and target situations needed in learning English language skills, especially for listening skills as the parameter of someone's level of English proficiency, is a skill used to receive some information in terms of communication. From these competencies learning material should have sufficient knowledge of the sound, structure, vocabulary, and cultural system of the English language. It needs to facilitate the students to listen about the purpose of the speaker, and need to be aware of the appropriate function expressions as well as grammatical, lexical, and cultural features needed to receive the idea. In gaining these competencies, the material of teaching listening skills should be in line with those features of listening skills.

Tomlinson (2014) stated materials development principles in Language teaching should match learners' needs and proficiency levels, expose learners to meaningful and authentic language, encourage learner engagement, provide opportunities for communicative use of language, and be adaptable to local contexts. Meanwhile, Richards (2001) mentioned that textbooks should be evaluated based on: learner needs, curriculum objectives, teacher capability, classroom context and practicality.

A study conducted by Febriani (2026) mentioned about authenticity which is one of the principles of materials development. He was interested in analyzing listening activities in English language textbooks used in Indonesian senior high school, focusing on the authenticity of listening activities by assessing their alignment with real life communication contexts.

Another study conducted by Wakuma (2025) the listening exercises are designed to help students improve their academic listening abilities. These include listening for precise details, for a broad idea, for specific information, and for inferences and following the text's structure, logic, and themes by recognizing discourse markers. These goals are described in the teachers' handbook in simple language; however they are not included in the student textbook. The textbook for

the students just lists the broad unit objectives, which indicate that the students will read a specific material, without going into detail about the steps or tactics that will be used.

Both studies emphasize the effective use of listening materials provided in the textbooks adopted by the schools. The findings suggest that well-designed and appropriately implemented listening resources can support students' listening comprehension by providing meaningful practice, facilitating language development, and improving their ability to understand spoken English more effectively.

Although some studies have discussed the importance of teaching materials and textbook selection in English language teaching, most have focused on textbook evaluation, students; learning outcomes, or general challenging in teaching listening. Limited attention has been given to the practical challenges teachers encounter when implanting internationally published listening materials, particularly NorthStar 5 by Pearson, in Indonesian senior high school classrooms. Furthermore, little is known about how teachers adapt these materials to accommodate students' English proficiency, classroom contexts, and curriculum requirements in Indonesian private schools. Addressing this gap, the present study investigates the challenges experienced by a Grade 11 English teacher in using the listening materials from NorthStar 5 in a private school in Bandung. By providing empirical evidence from an Indonesian education context, this study contributed to a better understating of how internationally developed teaching materials are implemented and adapted in local classrooms.

NorthStar 5 differs from many English textbooks commonly used in Indonesian senior high schools in terms of its instructional design, language level, and learning objectives. As an internationally published textbook developed by Pearson, NorthStar 5 integrates authentic listening materials, academic topics, and communicative tasks that are intended to develop learner's academic English proficiency. In contrast, Indonesian English textbooks are generally developed based on the national curriculum and are designed to meet local learning objectives, student's proficiency levels, and educational contexts. Consequently, NorthStar 5 present different linguistic demands, listening task complexity, and classroom expectations that require teachers to adapt the materials to sit their students' needs.

This book is academically significant because limited research has examined how internationally published listening materials are implanted in Indonesian secondary school classroom.

One of the private schools in Bandung hands its students grade 10 and 11 books from Pearson named NorthStar 4 for grade 10 and NorthStar 5 for grade 11. Each student has two books consisting of a Listening and Speaking book in which all the materials are in one book and a Reading and Writing book in which all the materials are in one book too. Unfortunately, these two books which cover 4 skills

of English have different challenges from local book publishers. The materials in it are more complex and more complicated particularly on the listening part. Students sometimes find it difficult to understand either the context or some unfamiliar words found on the listening audio.

It turns out that it is not only the students who find it difficult but also the teacher has its own challenges to deliver the materials from the book, particularly on NorthStar 5 Listening and Speaking book. On the listening part, the teacher finds a number of listening audio which use unfamiliar vocabularies, expressions, and instructions which are more difficult to understand and explain to the students.

There is relationship among textbook quality, listening instruction, teacher challenges, and student learning within the implementation of NorthStar 5 by Pearson Publisher in a Grade 11 classroom. As an internationally published English textbook, NorthStar 5 provides listening materials designed to develop students' listening proficiency through authentic audio resources and communicative activities. The quality of these listening materials influences how listening instruction is implemented in the classroom. During the instruction process, teachers are required to adapt the textbook materials to suit students' language proficiency, classroom conditions, curriculum objectives, and available instructional time.

In the interview with the English teacher discussing NorthStar 5 Listening and Speaking book for grade 11, she found that there are several difficult materials found in the textbook, such as instructions and speaker talking speed so that the teacher decides to skip some of the parts to avoid students' confusion. In learning to listen, the teacher should play the audio to make them more engaged with the situation in the book. In the teaching process, the teacher consumed students because of the abundant material itself so that the teacher does sorting of the parts which she only understands and capable of. This phenomenon leads the teacher to select only a few of them. The teacher thinks that the listening materials of the textbook are too high in terms of word selection. The school expects its students to achieve language acquisition from that book. So that the teacher has some challenges to meet between students' needs and school's expectations.

Encountering this situation, the teacher finds that the challenges in the book are quite obvious to be handled rather than avoided since it is the official book that the class should use during the learning process in grade 11. The teacher should find some strategies in deciding part of the book delivered to the students based on the real situation happening in the class and what the students really need.

Based on the explanation above, the researcher aims to investigate some challenges in using listening teaching materials from NorthStar 5 by Pearson Publisher in Grade 11 classroom at a private school in Bandung. Particularly, the study seeks to answer the following research questions:

What challenges does the English teacher encounter when implementing the listening teaching materials from NorthStar 5 by Pearson Publisher?

2. Method

This study used a qualitative case study approach. The purpose of qualitative research is to understand, describe and explain beliefs, behaviors and meaning in context-specific settings (Wu & Volker, 2009). A case study is expected to capture the complexity of a single case, and the methodology which enables this has developed within the social sciences (Johansson, 2003). One of the characteristics of the approach is “seek to explore phenomena” (Mack, 2005:3)

The participant of this study is an English teacher at one of the private schools in Bandung on Jalan Setiabudhi who teaches in grade 11 in the first semester of academic year 2022/2023. The selection of a single participant was considered appropriate because the participant represented an information-rich case that could provide comprehensive data relevant to the research objectives. Since the study focused on exploring the experiences and challenges associated with the use of this particular textbook within a bounded setting, an in-depth investigation of one participant was considered sufficient to address the research question. The participant was chosen based on several criteria, which are (1) flexibility and availability (2) a permanent teacher in that school (3) teaching English in grade 11 & 12. The book discussed was NorthStar 5 Listening and Speaking fourth edition published by Pearson in 2015 used for grade 11.

The data in this study are gained through interviews. Malik and Hamied (2014) state that interview is a purposeful interaction that permits researchers to obtain important data which is not possible through observation alone. The interview was intended to gain a rich data about the participant's views, beliefs, and attitudes regarding their challenges in developing materials and how they overcome the problems. The interview consists of 8 main questions related to the participant's experience and challenges during teaching English Listening using the NorthStar 5 Book by Pearson Publisher. The interview took around 15 minutes, and it was conducted at her school.

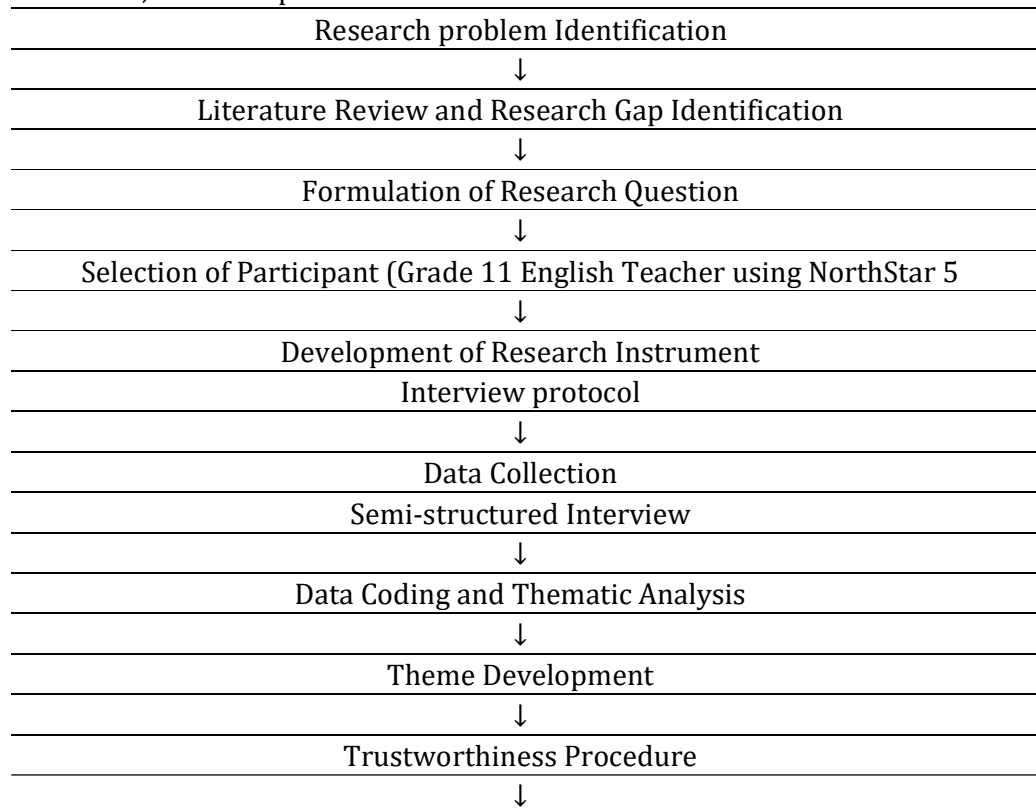
The study employed a semi-structured interview to obtain an in-depth understanding of the teacher's experiences and challenges in using the listening teaching materials from NorthStar 5 by Pearson Publisher. The semi-structured format allowed the researcher to prepare guiding questions while also providing flexibility to ask follow-up questions based on the participant's responses. The interview protocol was developed based on the research objective and relevant literature on listening instruction, textbook implementation, and teacher challenges in EFL classroom.

Since the focus of the study was on the teacher's subjective experiences and decision-making processes, interviews were considered the most appropriate instrument for obtaining rich and detailed information. Although classroom observations and document analysis could have provided additional insights, they were beyond the scope of present study. Future research may incorporate

these methods to provide a more comprehensive understanding of the implementation of listening materials in classroom setting.

The interview consisted of several themes, including the teacher's experiences with NorthStar 5, the suitability of the listening materials for Grade 11 students, challenges encountered during classroom implementation, strategies used to address these challenges, and the perceived impact of the materials on students' learning. Examples of interview questions included: (1) "why the school selected the book for the use of the teacher and students in the classroom?" (2) "What challenges do you encounter when using the listening material from NorthStar 5 in your classroom?"; (3) "What adjustments or adaptation do you make then implementing the listening activities?" (4) "How do students respond to the listening materials and activities provided in the textbook?". Follow questions were asked when necessary to clarify responses and obtain richer description of the participant's experiences.

The themes were developed through a systematic coding process following the principles of thematic analysis. First, the interview recordings were transcribed verbatim and read several times to achieve familiarity with the data. During this stage, meaningful segments of the data related to the teacher's experiences and challenges in using the listening materials from NorthStar 5 were identified and assigned initial codes. Examples of initial codes included "students' limited vocabulary," "difficulty understanding authentic audio," "time constraints," and "adaptation of textbook materials."



Finding and discussion
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Conclusion and Pedagogical Implications

The initial codes were then compared and grouped according to similarities and patterns to form broader categories. For instance, the codes related to students' language proficiency challenges. Subsequently, related categories were organized into overarching themes that addressed the research question. Through this process, several major themes emerged, including challenged related to students' proficiency levels, curriculum alignment, time management, and the adaptation of listening materials. The themes were continuously reviewed and refined to ensure that they accurately represented the data and reflected the participant's experiences.

Several strategies were employed throughout the research process. First, data was conducted by collecting data from multiple sources, including semi-structured interviews. The use of different data sources enabled the researcher to compare and verify the consistency of the finds and provided a more comprehensive understanding of the teacher's challenges in using the listening materials form NorthStar 5. Second, member checking was carried out by sharing the interview transcripts and preliminary interpretations with the participant to confirm the accuracy of the information and ensure that the findings accurately reflected the participant's experiences and perspectives.

Ethical considerations were carefully addressed throughout the study to ensure the protection of the participant's rights and privacy. Prior to data collection, the participant was informed about the purpose of the study, the research procedures, and the intended use of the data. The participant voluntarily agreed to participate in the study and provided informed consent before the interviews and classroom observations were conducted. To maintain confidentiality and anonymity, the participant's name, the name of the school, and other identifying information were not disclosed in the study. Instead, general descriptions were used when reporting the findings. All interview recordings and research documents were securely stored and were accessible only to the researcher. The participant was also informed of the right to withdraw from the study at any stage without any negative consequences.

3. Result

Table 2 summarizes the major challenges identified in the study, the evidence supporting each challenge, and their pedagogical implications for listening instruction. The table provides an overview of how the implementation of the listening materials from NorthStar 5 influenced classroom practices and student learning.

Challenge	Supporting Evidence	Pedagogical Implications
Students' academic majors influence contributes to the interest to engage with the topic in each unit	The teacher reported that science students were more responsive and interested in Unit 1 (The Fantastic Plastic Brain). Whereas Social Studies students showed lower engagement and motivation toward the topic. For some meetings students did not really pay attention on the text book content since they thought that the materials did not relate to their daily life	Teachers may need to adapt topics and activities to students' disciplinary backgrounds and interests to increase engagement and participation in listening activities.
The teaching requires more instructional time	The teacher explained that each unit contains numerous grammar points, expressions, and contextual information, resulting in insufficient instructional time to complete the lesson objectives. The unique things on the book, every time there are some grammar focuses, the detail information of the lesson is too short and too simple so the teacher should find additional information from other sources.	Teachers may need to prioritize learning objectives, simplify activities, or distribute materials across multiple sessions to ensure meaningful learning.
High difficulty level of listening materials	The teacher noted that some listening activities resembled TOEFL listening section 2 tasks, including long	Additional scaffolding, pre-listening activities, vocabulary support, and explicit instruction on listening strategies may be

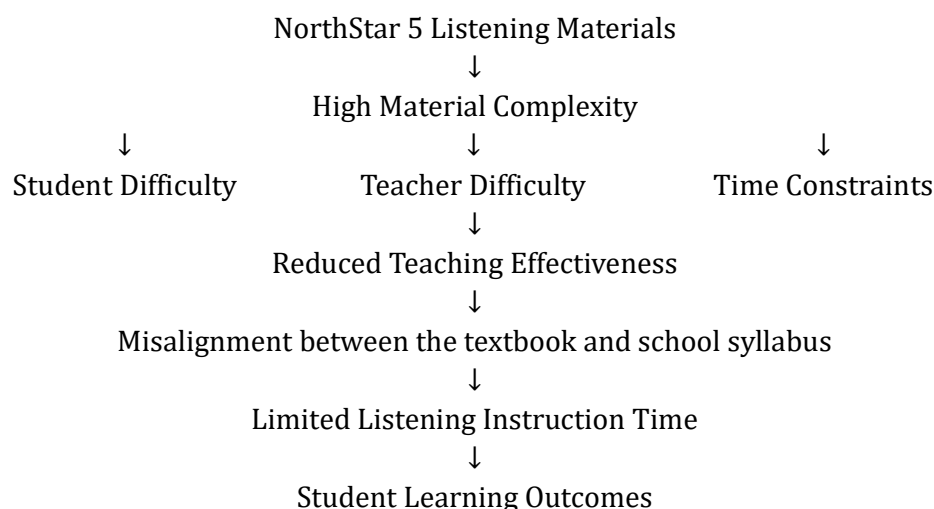
	conversations, unfamiliar terminology, and implicit meaning questions that exceeded students' proficiency levels.	necessary before students engage with the tasks independently.
Teacher preparedness and content mastery	The participant admitted occasionally skipping difficult listening sections because some audio materials and topics were challenging even for the teacher to fully understand	Professional development and teacher training may be necessary to improve teachers' confidence and competence in delivering advanced listening materials from international textbooks.
Misalignment between the textbook and school syllabus	The teacher explained the NorthStar 5 emphasizes critical listening skills, whereas listening activities only accounted for approximately 15% of classroom instruction in Grade 11 syllabus. For some moments the parents of the students also asked some explanation why the books were being used in the school since the content are different from regular national textbook.	Schools may need to revise the syllabus or adapt textbook implementation strategies to better align instructional objectives with curriculum requirements.
Need for material adaptation	The teacher frequently modified instructions, tasks, or activities to suit the classroom context. The teacher sometimes skipped some part of the book due to adjustment.	Teachers implementing international textbooks require flexibility and pedagogical competence in adapting materials.

Although several challenges emerged from the interview data, the participant considered the complexity of the listening materials to be the most significant

challenge. This issue was repeatedly emphasized throughout the interview, particularly in relation to the use of long audio recordings, unfamiliar terminology, implicit meaning questions, and listening tasks that resembled TOEFL-style activities. According to the participant, many of these materials exceeded the students' current proficiency levels and required listening strategies that are typically taught in TOEFL preparation courses rather than in regular Grade 11 classrooms.

The second major challenge concerned the misalignment between the objectives of NorthStar 5 and the school syllabus. The participant explain that the textbook promotes critical listening and extensive listening practice, whereas listening activities only accounted for a relatively small proportion of classroom instruction. Consequently, the teacher experienced difficulties in fully implementing the pedagogical objectives of the textbook.

Time constraints and content overload were also frequently mentioned during the interview. The participant noted that the large amount of grammar, expressions, and contextual knowledge included in each unit often prevented the completion of all planned activities within the allocated instructional time. Other challenges, such as differences in students' academic backgrounds and the teacher's own familiarity with some listening materials, were identified as secondary but still influential factors affecting classroom implementation.



4. Discussion

Data Presentation and Discussion

The findings of this study partially support Tomlinson's principles of materials development, which emphasize that effective language learning materials should provide meaningful exposure to authentic language while remaining appropriate for learners' needs and proficiency levels. The listening

materials in NorthStar 5 successfully exposed students to authentic language use and encouraged critical listening through the use of academic topics and contextualized listening tasks. However, the participant reported that several listening activities exceeded students' linguistic abilities due to unfamiliar terminology, implicit meaning questions, and TOEFL-like listening tasks. This finding suggests that although authenticity is an important characteristic of language materials, its effectiveness depends on the compatibility between material difficulty and learners' readiness.

The findings align with Richard's framework for textbook evaluation, which highlights the importance of considering learner characteristics, instructional objectives teacher readiness, and contextual factors when selecting teaching materials. Although NorthStar 5 was perceived as a high-quality textbook with rich academic content, several implementation challenges emerged due to differences between the textbook objectives and the school curriculum. The limited instructional time allocated to listening activities and the varying proficiency levels of students reduced the extent to which the textbook could be implemented effectively in the classroom. These findings indicate that textbook quality alone does not guarantee successful implementation if contextual and curricular considerations are overlooked.

From Tomlinson's perspective, the authentic and academically rich listening materials contained in NorthStar 5 provide valuable opportunities for language exposure and critical listening development. However, Tomlinson also emphasizes that materials should correspond to learners' needs and abilities. Similarly, Richards argues that textbook selection should consider learners' proficiency levels, curriculum objectives, teacher preparedness, and classroom realities. The challenges identified in this study, including material complexity, time constraints, and curriculum misalignment, suggest that successful implementation of international textbooks requires careful adaptation to local educational contexts.

Interpretation Findings

1. Students' academic majors influence contributes to the interest to engage with the topic in each unit

The differences in engagement observed between Science and Social Studies students are consistent with previous studies emphasizing the role of learners' background knowledge and interests in listening comprehension. However, whereas earlier studies generally focused on individual learner characteristics, the present study suggests that students' academic specialization may also influence their responses to content-based listening materials in secondary education settings.

2. The teaching requires more instructional time

The findings revealed that implementing the listening materials from NorthStar 5 required considerably more instructional time than was available in the regular classroom schedule. According to the participant, each unit contained numerous linguistic features, including grammar points, expressions, and contextual information that students needed to understand before proceeding to subsequent activities. As a result, the teacher frequently experienced difficulties in completing the planned lessons within the allocated instructional time.

The participant explained that additional time was often required to clarify unfamiliar concepts, provide contextual explanations, and ensure that all students had adequately understood the materials before moving to the next topic. Consequently, some lesson objectives could not be fully achieved within a single instructional session, leading to delays in covering intended content.

3. High difficulty level of listening materials

It revealed that the complexity of the listening materials represented the most significant challenge encountered by the teacher. The presence of long audio recordings, unfamiliar terminology, and implicit meaning questions created difficulties for students in comprehending the listening texts. This finding is consistent with previous studies conducted in various EFL contexts, which reported that authentic listening materials often impose considerable cognitive and linguistic demands of learners due to limited vocabulary knowledge and insufficient listening strategies. However, while previous studies mainly focused on students' listening difficulties, the present study additionally highlights the instructional burden placed on teachers who are required to explain advanced listening strategies that are typically taught in standardized test preparation courses.

4. Misalignment between the textbook and school syllabus

The study also identified a mismatch between the objectives of NorthStar 5 and the school syllabus. Similar findings have been reported in other EFL contexts where internationally published textbooks were implemented within national curricula that emphasized different learning outcomes and assessment priorities. Nevertheless, unlike previous studies that focused primarily on textbook evaluation, the present study demonstrates how curriculum misalignment directly influences teachers' ability to implement listening instruction effectively in Indonesian secondary schools.

5. Teacher preparedness and content mastery

The participant's difficulties in understanding some listening materials aligns with studies conducted in other EFL contexts that have emphasized the importance of teacher preparedness when implementing authentic instructional materials. Previous research has shown that international textbooks may require teachers to possess advanced linguistic competence and familiarity with academic

content beyond general English instruction. The present study extends these findings by illustrating how such challenges may lead teachers to simplify or omit instructional materials during classroom implementation.

6. Need for material adaptation

It was revealed that the teacher frequently needed to adapt the listening materials from NorthStar 5 to accommodate students' proficiency levels, classroom condition, and instructional objectives. The participants explained that some listening tasks contained unfamiliar terminology, lengthy audio recordings, and implicit meaning questions that exceeded students' current abilities. Consequently, the teacher often simplified instructions, provided additional explanations, selected only relevant sections of the materials, or omitted activities that were considered too difficult for students. This occurred since limited instructional time affected the listening activities and misalignment between the textbook and school's syllabus. As a result, the teacher should modify the content and adjust the lessons to ensure that students could meaningfully engage with the materials and achieve the intended learning outcomes.

5. Conclusion

Those challenges encountered during the implementation of NorthStar 5 potentially influenced students' listening achievement in several ways. First, students' academic majors influence contributes to the interest of engage with the topic in each unit. This has made the students are not fully able to achieve the goals of the book. Second, the teaching requires more instructional time. It has reduced opportunities for repeated listening practice, strategy instruction, and feedback, all of which are essential components of listening development. Third, high difficulty level of listening materials including unfamiliar vocabulary, implicit meaning questions, and TOEFL-like listening tasks, appeared to exceed some students' proficiency levels, thereby limiting their ability to comprehend the audio texts effectively. As a result, students may have experienced difficulties in identifying main ideas, drawing conclusions, and interpreting implied meanings from the listening passages.

Fourth misalignment between the textbook and school syllabus restricted the extent to which the textbook's listening activities could be fully implemented in the classroom. Fifth, teacher preparedness and content mastery had required teacher to possess advanced linguistic competence and familiarity with academic content beyond general English instruction. Lastly, the finding also indicate that the teacher's need to simplify, modify, or occasionally omit challenging materials may have reduced students' exposure to authentic and academically demanding listening input. While such adaptations were necessary to accommodate students' needs and classroom realities, they may have limited opportunities for students to develop higher-order listening skills such as critical listening, inference making,

and contextual interpretation. Therefore, the identified challenges not only affected instructional practices but also had implications for students' listening achievement and overall language development.

Suggestions

Based on the findings, it is suggested that teachers may adopt several practical strategies to adapt challenging listening materials and make them more accessible to students. Teachers can implement pre-listening activities such as introducing key vocabulary, activating students' background knowledge, and discussing the topic before students listen to the audio. It may reduce students' cognitive load and facilitate comprehension of unfamiliar content. Teachers may also shorten the listening passages sections. This can be useful for lessons with long conversations. Lastly, repeated listening activities may also be beneficial, allowing students to focus on different aspects of the audio during each listening session, such as general understanding, specific details, and implied meanings.

For curriculum developers, the findings highlight the importance of ensuring alignment between textbook objectives, curriculum goals, and students' proficiency levels. Curriculum developers should carefully evaluate whether the pedagogical objectives of international textbooks are compatible with existing syllabus requirements and assessment practices. Selecting textbooks solely on the basis of publisher reputation or content quality may result in implementation challenges if the materials exceed students' abilities or require instructional approaches that differ from local classroom realities. Adopting international textbooks should provide additional institution support, including professional development opportunities, teacher training, and supplementary instructional resources.

Several limitations on this study should be acknowledged. The study involved only one participant from a single private school in Bandung which limits the transferability of the findings to other educational settings. The challenges identified in this study may have been influenced by factors specific to the participant, the school curriculum, students' proficiency levels, and the institutional context in which the study was conducted. Future research is encouraged to involve multiple teachers from different schools and educational contexts to obtain a broader understanding of the challenges associated with implementing international listening textbooks in Indonesian EFL classrooms.

Recommendation

Recommendations can be proposed for adapting the listening materials from NorthStar 5 to Indonesian curriculum standards. Such as use pre-listening vocabulary activities and scaffolding, divide audio into shorter segments, align textbook activities with curriculum competencies, integrate listening with speaking, reading, and writing tasks. Lastly, provide professional development and collaborative planning.

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